



ORGANIZATIONAL HEALTH, PERSONAL GROWTH INITIATIVE AND PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

The purpose of the present study was to determine whether perception of organizational health and personal growth initiative predicted professional commitment in secondary school teachers belonging to three different boards of education-Board of Secondary Education, Telangana State (BSET), Central Board of Secondary Education (CBSE) and Indian Council of Secondary Education (ICSE). The study adopts a between-groups design to determine the differences in perception of organizational health, personal growth initiative and professional commitment. A correlational design was adopted to determine the predictors of professional commitment to teaching. Results showed differences between BSET, CBSE and ICSE teachers with respect to the perception of organizational health dimensions of institutional integrity, consideration, morale and academic emphasis, personal growth initiative and its dimensions of readiness for change and planfulness, and the three dimensions of professional commitment to teaching. Common predictors of professional commitment included institutional integrity in BSET and ICSE teachers, and resource support and personal growth initiative in CBSE and ICSE teachers. In BSET teachers, commitment was also predicted by planfulness and initiating structure. In contrast, the predictors of the same in CBSE teachers were readiness for change and academic emphasis, and intentional behaviour in ICSE teachers. Findings of the research suggest that educational institutes must focus on improving the school's working culture and provide incentives for career growth to improve professional commitment in teachers.

KEYWORDS: organizational health, personal growth initiative, professional commitment, teachers.

INTRODUCTION:

Teachers could be considered as the most vital aspect of the educational system, because they have a direct impact and influence on the development of their students. A committed and effective teacher contributes to greater learning in their students. Thus, it is necessary to understand the factors contributing to teacher effectiveness and commitment. This study has aimed to determine the predictors of professional commitment in secondary school teachers from Hyderabad, India. Data for the study was obtained from teachers belonging to Board of Secondary Education, Telangana State (BSET), Central Board of Secondary Education (CBSE) and Indian Council of Secondary Education (ICSE) schools.

Firestone and Rosenblum [1] defined professional commitment as a "positive, affective attachment to one's work". One of the most relevant theories of organizational motivation and commitment is Herzberg's two factor theory of motivation [2]. According to this theory, there are two types of factors in every organization that affects the employee motivation- motivating factors (such as achievement, recognition, the nature of work and opportunities for growth and development) and hygiene factors (such as company policies, perception of supervision, relationship with colleagues and working conditions). According to this theory, motivating factors raise employee commitment and performance, whereas poor hygiene factors lower them. Keeping in line with this, the present study seeks to examine the relationship between perception of organizational health, personal growth initiative and professional commitment to teaching in secondary school teachers. Several factors have been known to impact teacher commitment. For instance, research by Malinen & Savolainen [3] on 642 Finnish teachers from lower secondary schools showed that a favorable perception of school climate positively affected teacher efficacy. Teacher efficacy in turn positively predicted job satisfaction, and negatively predicted teacher burnout. Organizational Health As the studies stated above reveal, the extent to which the school climate is considered positive is a major determinant of commitment. This is referred to as "organizational health". Hoy et al. [4] defined organizational health in schools by defining a healthy school as "a school in which the institutional, administrative and teacher levels are in harmony; and which successfully copes with disruptive outside forces, channelizes its energies towards its mission, and meets its functional needs." Research by Cemaloglu [5] states that perception of organizational health is important in determining professional commitment because it increases teacher motivation and performance. Kant [6] conducted a study to explore the relationship between organizational health and levels of adjustment among 200 secondary school teachers from India. The study concluded that aspects of the work climate such as wage levels, consideration and morale affected adjustment levels. The study also revealed differences of goal focus, commitment adequacy, and morale and adaptability in teachers with high and low adjustment levels.

Similarly, a study conducted by Abdhullah & Arokiasamy [7] on 385 secondary school teachers from Malaysia stated school culture affected job satisfaction of teachers. The study mainly focused on working conditions and suggested that an improvement in work environment will lead to perception of a healthy school

environment. On the other hand, Oyemiju [8] investigated the school's perception of organizational health with respect to its dimensions of resource support, job satisfaction, morale, institutional integrity and initiating structure. The sample consisted of 330 secondary school teachers from Nigeria. Findings of the study indicated that teachers from public schools had a higher perception of organizational health when compared to private school teachers.

Personal Growth Initiative:

Robitschek and Cook [9] have stated that "personal growth initiative occurs with the individual's full awareness and active participation in the process." There are two main aspects of personal growth initiative (PGI). The first is intentionality, which refers to the active and conscious process of personal growth. The second is transferability. This means that PGI is not specific to only certain domains of life, i.e. the same skills can be used for growth in different areas. Büyükgöze [10] conducted a study on pre-service teachers from Turkey and found out that personal growth initiative levels varied with respect to interest shown in continuing higher education in the teaching field.

Ali [11] conducted a study on 170 teachers from private schools in the Peshawar district. The aim of the study was to determine how applicable Herzberg's two factor theory would be to the profession of teaching, and which of the factors would contribute to their levels of job satisfaction. Results indicated that majority of the sample perceived a healthy relationship with their co-workers as an important determinant of job satisfaction. Motivators such as opportunities for advancement, achievement and recognition also played a part in affecting job satisfaction. Often, opportunities for career growth and development also act as incentives for intrinsic motivation in employees. This was shown in a study by Weng et al. [12]. The study, which was conducted on 961 Chinese employees, showed that opportunities of career advancement in the organization positively impacted affective and normative commitment among its employees.

Professional Commitment:

Professional commitment has been defined by Shukla [13] as "the feeling of dedication among individuals of a group towards their profession. Commitment involves taking pride in one's being in the teaching profession; and a strong desire for professional development" Research on teachers from government-aided schools from India indicated a positive relationship between morale and professional commitment among teachers [14]. Gupta and Gehlawat [15] also conducted a study on secondary school teachers aiming to identify the effects of job satisfaction, work motivation and type of school environment on commitment. They found that a positive school environment had an impact on work motivation, and job satisfaction, which in turn increased commitment.

A study by Collie et al. [16] examined whether school climate and socio-emotional learning predicted teacher commitment in 664 public school teachers from Canada. Results of the study showed that positive school environment and socio-emotional learning predicted greater commitment in teachers. A study by

Bogler and Soemch [17] conducted on 983 middle and high school teachers from Israel found that teachers who felt a greater sense of empowerment were more dedicated to their school and their job role. They also displayed higher levels of organizational citizenship behaviour. The study also reported that commitment was predicted by self-efficacy, status and opportunities for professional growth.

OBJECTIVES OF THE STUDY:

As the literature stated above shows, several factors affect teacher commitment. A relationship between organizational health, personal growth initiative and professional commitment was observed. Based on these findings, perception of organizational health and personal growth initiative could be expected to be predictors of professional commitment. This research aims to study the traits mentioned above in secondary school teachers from Hyderabad, India. These teachers belong to the most widely practiced boards of education in the region. If relationships do exist between these variables, interventions can be developed to improve the school environment and teacher motivation. The research objectives thus were:

1. To determine whether there is a role of board of education (viz. BSET, CBSE and ICSE) on the dimensions of organizational health (viz., institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis), personal growth initiative and its dimensions (viz. readiness for change, planfulness, using resources and intentional behaviour) and the dimensions of professional commitment to teaching (viz., commitment to the learner, commitment to the profession and commitment to attain excellence) among secondary school teachers.
2. To study whether dimensions of organizational health (viz., institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis) and personal growth initiative and its dimensions (viz. readiness for change, planfulness, using resources and intentional behaviour) predict the dimensions of professional commitment to teaching (viz., commitment to the learner, commitment to the profession and commitment to attain excellence) in secondary school teachers from BSET, CBSE, and ICSE schools.

MATERIALS AND METHODS:

Research Design:

The present study uses a between groups design to observe whether there are any differences between secondary school teachers from schools affiliated to different boards of education, with respect to the dimensions of the perception of organizational health, personal growth initiative and its dimensions and three dimensions of professional commitment to teaching. Correlational design was also adopted to determine the predictors of professional commitment to teaching.

Participants:

The sample consisted of 470 secondary school teachers from Hyderabad, India. Non-probability purposive sampling technique was used for sample selection. 31.92% of the sample (N= 150) was from schools affiliated to BSET, 34.04% of the sample (N=160) was from schools affiliated to CBSE, and 34.04% of the sample (N=160) was from schools affiliated to ICSE. The participants of the study were aged 24 to 65 years (M= 41 years). The secondary school teachers had an average of 13.74 years of teaching experience, ranging from 5 to 40 years. The number of years of teaching in the current school ranged from 3 years to 30 years (M= 8 years).

Teachers having a minimum of three years of teaching experience in that particular school were considered for the study. The data was collected from teachers taking classes for students from 5th to 10th grades. Teachers exclusively in charge of arts & crafts, sports, music or any other extracurricular activities were not considered for the study. Teachers exclusively in charge of administrative work and those employed on a part-time basis were also not considered.

The educational qualifications of the sample were graduation (9.58% from BSET, 3.62% from CBSE and 5.11% from ICSE), post-graduation (5.32% from BSET, 4.89% from CBSE and 4.04% from ICSE), Ph.D (0.43% from ICSE), B.Ed (16.81% from BSET, 24.68% from CBSE and 23.83% from ICSE) and M.Ed (0.21% from BSET, 0.85% from CBSE and 0.63% from ICSE). The subjects taught included mathematics (36.08% from BSET, 35.05% from CBSE and 28.87% from ICSE), social sciences (30% from BSET, 38.90% from CBSE and 31.10% from ICSE), languages (34.33% from BSET, 27.86% from CBSE and 37.81% from ICSE) and science (19.5% from BSET, 43.90% from CBSE and 36.60% from ICSE). 8.94% of BSET teachers, 0.64% of CBSE teachers and 1.91% of ICSE teachers had a monthly salary of upto Rs10, 000. 20.85% of BSET teachers, 18.94% of CBSE teachers and 14.89% of ICSE teachers had a monthly salary between Rs10,000-25,000. 2.13% of BSET teachers, 12.13% of CBSE teachers and 13.38% of ICSE teachers had a monthly salary between Rs25,000-50,000. Lastly 2.33% of CBSE teachers and 3.41% of ICSE teachers had a monthly salary of over Rs 50,000.

Instruments:

The study employed an information schedule and the following three instruments.

Information Schedule:

The teachers were asked to fill in the information schedule which asked them about their age, gender, educational qualification, salary per month, number of teaching hours per week, years of experience, and other details.

The Organizational Health Inventory for Secondary Schools (OHI-S):

The Organizational Health Inventory for Secondary Schools by Hoy et al. was employed. The 44-item scale in total measures seven dimensions, namely, institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis. The reliability scores for the subscales are 0.91, 0.89, 0.90, 0.87, 0.95, 0.92, and 0.93 respectively. The responses "Rarely Occurs," "Sometimes Occurs," "Often Occurs," and "Very Frequently Occurs" are scored 1 to 4 respectively. The scale also has items that are reverse scored. High scores on each of the dimensions indicate perceiving high levels of the particular dimension in the school.

The Personal Growth Initiative Scale-II (PGIS-II):

The PGIS-II is a revised multidimensional measure developed by Robitschek et al. [18]. The scale consists of 16 items that are rated on a Likert scale from 1 to 6 where 1= Strongly Disagree, 2= Disagree Somewhat, 3=Disagree a Little, 4=Agree a Little, 5=Agree Somewhat and 6 = Strongly Agree. Item scores are summed to obtain a total score. The score ranges from 0-20, 0 being the lowest and 20 being the highest. A higher score indicates a greater degree of personal growth initiative in each dimension and overall. The internal consistency estimates range from 0.90–0.94 and test retest reliability is 0.74.

The Professional Commitment Scale for Teachers (PCST):

The Professional Commitment Scale for Teachers by Kaur et al. [19] is 45 item scale to be rated on a Likert scale ranging from "Strongly Agree" to "Strongly Disagree". The present study has assessed professional commitment in terms of commitment to the learner, commitment to the profession and commitment to attain excellence. Dimension-wise scores are calculated by summing the scores of all items under the particular dimension. Negative statements are reverse scored. The reliability of the scale is 0.76. Higher scores reflect relatively higher level of professional commitment of teachers and vice-versa.

Procedures after selecting the measures to be used for the study, and organizing the information schedule and questionnaires, principals/coordinators of different schools were contacted for permission for data collection. Secondary school teachers who taught classes 5th to 10th were then approached and were explained their role in the study. Those who agreed to participate in the study were requested to sign an informed consent form. Next, the information schedule was administered after which the participants completed a battery of three questionnaires. Responses were scored as specified by the respective manual, following which the data collected was coded, entered into SPSS and statistically analyzed.

Analysis:

After scoring was done according to the procedure specified by the respective tools, the data was entered into SPSS and statistically analyzed. The data was analyzed using descriptive statistics, One –Way ANOVA and stepwise multiple regression. One-way analysis of variance was carried out to observe whether there was a role of board of education among the secondary school teachers working in schools affiliated to the three boards of education that were being studied (viz. BSET, CBSE & ICSE) with respect to the dimensions of the perception of organizational health, personal growth initiative and its dimensions and the dimensions of professional commitment to teaching. Stepwise multiple regression was carried out to determine if the dimensions of perception of organizational health and personal growth initiative and its dimensions predicted the dimensions of professional commitment to teaching.

RESULTS AND DISCUSSION:

The present study examined the differences between teachers from three different boards of education, i.e., BSET, CBSE and ICSE with respect to their perception of the dimensions of organizational health, personal growth initiative and the dimensions of professional commitment to teaching. It also sought to establish the predictors of professional commitment.

Table 1: Showing Mean, Standard Deviation and F-ratios of organizational health and its dimensions, personal growth initiative and its dimensions and the three dimensions of professional commitment to teaching for SSC, CBSE and ICSE teachers

Variables	Board of Education				
	SSC	CBSE	ICSE	Total	F
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
Organizational Health					
Institutional Integrity	23.80 4.80	25.36 3.74	25.34 3.90	24.87 4.22	7.17**
Initiating Structure	17.31 2.61	17.61 2.66	17.96 2.34	17.63 2.55	2.97

Consideration	16.15 2.85	15.74 3.00	16.76 2.79	16.21 2.91	5.10**
Principal Influence	15.34 2.52	15.34 2.35	15.84 2.65	15.51 2.51	1.97
Resource Support	16.52 3.33	16.77 3.11	17.25 2.98	16.85 3.15	2.02
Morale	28.96 4.54	30.15 4.26	30.50 3.67	29.89 4.21	5.45**
Academic Emphasis	25.57 4.39	26.19 3.78	26.94 3.74	26.25 4.01	4.43*
Personal Growth Initiative	84.36 9.66	86.79 9.49	87.21 8.18	86.16 9.19	4.11*
Readiness for Change	20.61 3.07	21.43 3.04	21.68 2.33	21.25 2.86	6.27**
Planfulness	26.01 3.57	26.89 3.35	27.03 2.98	26.66 3.33	4.09*
Using Resources	15.62 2.22	15.96 2.09	15.88 2.16	15.82 2.16	0.88
Intentional Behavior	22.13 2.49	22.51 2.35	22.61 2.11	22.42 2.32	1.58
Commitment to the learner	37.27 4.68	39.16 4.14	39.06 3.82	38.52 4.29	9.73**
Commitment to the profession	32.87 5.30	33.53 4.46	34.33 3.91	33.59 4.61	4.38*
Commitment to attaining excellence	32.51 4.311	34.18 4.05	34.86 3.82	33.88 4.17	14.80**

Note: ** $p < 0.01$, * $p < 0.05$; $df = 2$

Table 2: Showing multiple comparisons of BSET, CBSE & ICSE school teachers with respect to the dimensions of perception of organizational health, personal growth initiative and its dimensions and the three dimensions of professional commitment to teaching

Dependent Variable	Board of Education		
	BSET-CBSE	BSET-ICSE	CBSE-ICSE
Organizational health			
Institutional Integrity	-1.53*	-1.60*	-
Initiating Structure	-	-	-
Consideration	-	-	-1.02*
Principal Influence	-	-	-
Resource Support	-	-	-
Morale	-1.12*	-1.52*	-
Academic Emphasis	-	-1.34*	-
Personal Growth Initiative	-2.24*	-2.85*	-
Readiness for Change	-0.81*	-1.11*	-
Planfulness	-0.84*	-1.82*	-
Using Resources	-	-	-
Intentional Behavior	-	-	-
Commitment to the learner	-1.87*	-1.83*	-
Commitment to the profession	-	-1.53*	-
Commitment to attain excellence	-1.74*	-2.45*	-

** $p < 0.01$, * $p < 0.05$

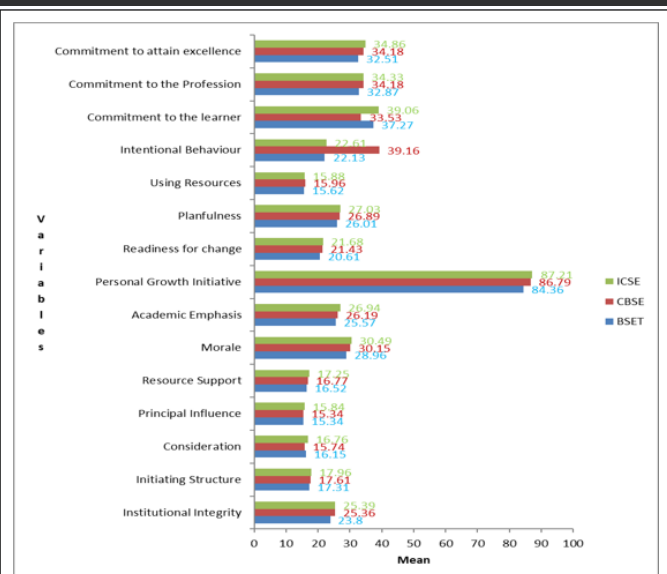


Figure 1: Bar graph showing the mean scores of dimensions of perception of organizational health, personal growth initiative and its dimensions, and the dimensions of professional commitment to teaching of teachers from BSET, CBSE & ICSE schools.

Findings indicated that CBSE school teachers were higher than ICSE and BSET teachers on institutional integrity. An organization often becomes the target of pressures from the outside community, when this said community is not informed about the functioning of the organization. For schools, it is important to maintain transparency to avoid any problems from parents. Socialization is thus necessary to bridge the gap between parents and teachers and develop amiable alliances [20]. Mehta et al. [21] measured the levels of perceived organizational health in 203 teachers from USA and found that providing opportunities for parents to interact with teachers in an informal setting is effective in maintaining harmonious relationships with parents, an important determinant of a school's institutional integrity. The study also stated that teachers whose perception of institutional integrity was higher reported lower levels of job stress and greater job commitment.

Teachers from CBSE schools were higher on consideration than teachers from ICSE schools. Garg and Rastogi [22] conducted a study on 100 teachers from India to explore the differences in perception of school environment and organizational citizenship behavior. Findings of the study revealed that a healthier work environment entails greater commitment to the organization. The study also stated that open communication enhances the relationship between the teacher and the principal, whereas a bureaucratic style of leadership hinders it.

ICSE teachers also had higher levels of academic emphasis than BSET teachers. ICSE schools set more challenging academic learning objectives and have a stricter learning environment compared to BSET schools.

Goldring and Cravens [23] explored the levels of academic emphasis in public schools in Tennessee. Findings of the study reported that organizational factors such as a professional community and effective leadership by the principal are related to higher levels of academic focus. Other factors affecting academic emphasis include a qualified and dedicated staff, strong learning objectives, strong academic emphasis, and leadership and a safe environment.

Results also showed differences in personal growth initiative and its dimensions readiness for change and planfulness. The structure of the school environment and educational policies seemed to have an effect on personal growth initiative. This finding is supported by Winardi and Prianto [24]. Research evidence from their study identified work climate characterized by consideration and support as an important predictor.

ICSE and CBSE teachers reported greater levels of commitment to the learner and commitment to attain excellence than BSET teachers. ICSE teachers also reported higher levels of commitment to the profession than BSET teachers. Singh and Padmanabhan [25] have reported that there is a difference in the organizational citizenship behavior of secondary school teachers on the basis of the type of school. Differences in organizational citizenship behavior, an integral component of an employee's role responsibilities, was observed between State Board, ICSE and CBSE board teachers. Both CBSE and ICSE teachers scored higher on this trait when compared to State Board teachers. The study asserted that one of the possible explanations for this could be that the physical and organizational climates and school policies of CBSE and ICSE schools while similar to one another tended to be very different from that of State Board schools. Being strategized and organized in order to promote self-change also contributes to

teachers' commitment towards their sense of vocation. This finding is supported by a study on college teachers from India by Rani [26]. The study, which was conducted to identify the determinants of professional commitment, stated that an emphasis on goal achievement is related to teachers' levels of professional commitment. Teachers who set concrete goals for themselves on the job front are generally more committed to their profession, than those who do not.

Multiple stepwise regression analysis was conducted to establish predictors of professional commitment in the three sample groups. In BSET teachers, institutional integrity, planfulness and consideration were found to be predictors of commitment to the learner and commitment to the profession, whereas, initiating structure and institutional integrity were found to be the predictors of commitment to attain excellence. Table 3 illustrates the results of this regression analyses in greater detail.

Table 3: Results of stepwise multiple regression analysis showing various models predicting commitment to the learner, commitment to the profession and commitment to attain excellence in BSET teachers (N=150)

Predictor	ΔR^2	β
<u>Criterion: Commitment to the learner</u>		
Model 1 1. Institutional Integrity	0.12	0.44**
Model 2 1. Institutional Integrity 2. Planfulness	0.09	0.45** 0.30**
Model 3 1. Institutional Integrity 2. Planfulness 3. Consideration	0.04	0.44** 0.23** 0.22**
Total Adjusted R^2	0.25	
<u>Criterion: Commitment to the profession</u>		
Model 1 1. Consideration	0.18	0.42**
Model 2 1. Consideration 2. Institutional integrity	0.09	0.40** 0.30**
Model 3 1. Consideration 2. Institutional integrity 3. Planfulness	0.04	0.33** 0.31** 0.21**
Total adjusted R^2	0.31	
<u>Criterion: Commitment to attain excellence</u>		
Model 1 1. Initiating structure	0.12	0.34**
Model 2 1. Initiating structure 2. Institutional integrity	0.06	0.27** 0.26**
Total adjusted R^2	0.18	

Note: * $p \leq 0.05$, ** $p \leq 0.01$, ΔR^2 - R^2 Change, β - Standardized Coefficient β

In CBSE teachers, resource support and personal growth initiative were found to be predictors of commitment to the learner. Resource support, consideration and readiness for change were found to be predictors of commitment to the profession. Academic emphasis, personal growth initiative and consideration were found to be the predictors of commitment to attain excellence. Table 4 illustrates the results of this regression analyses in greater detail.

Table 4: Results of stepwise multiple regression analysis showing various models predicting commitment to the learner, commitment to the profession and commitment to attain excellence in CBSE teachers (N=160)

Predictor	ΔR^2	β
<u>Criterion: Commitment to the learner</u>		
Model 1 1. Resource Support	0.17	0.41**
Model 2 1. Resource Support 2. Personal Growth Initiative	0.04	0.35** 0.20**
Total Adjusted R^2	0.21	
<u>Criterion: Commitment to the profession</u>		
Model 1 1. Resource Support	0.21	0.45**

Model 2 1. Resource Support 2. Consideration	0.02	0.33** 0.20*
Model 3 1. Resource Support 2. Consideration 3. Readiness for Change	0.02	0.29** 0.21* 0.14*
Total adjusted R^2	0.25	
<u>Criterion: Commitment to attain excellence</u>		
Model 1 1. Academic Emphasis	0.10	0.32**
Model 2 1. Academic Emphasis 2. Personal Growth Initiative	0.04	0.25** 0.20*
Model 3 1. Academic Emphasis 2. Personal Growth Initiative 3. Consideration	0.03	0.12* 0.22** 0.21*
Total adjusted R^2	0.17	

Note: * $p \leq 0.05$, ** $p \leq 0.01$, ΔR^2 - R^2 Change, β - Standardized Coefficient β

In ICSE teachers, personal growth initiative and resource support were found to be predictors of commitment to the learner. Intentional behavior and institutional integrity predicted commitment to the profession. Intentional behavior and resource support were found to be the predictors of commitment to attain excellence. Table 5 illustrates the results of this regression analyses in greater detail.

Table 5: Results of stepwise multiple regression analysis showing various models predicting commitment to the learner, commitment to the profession and commitment to attain excellence in ICSE teachers (N=160)

Predictor	ΔR^2	β
<u>Criterion: Commitment to the learner</u>		
Model 1 1. Personal Growth Initiative	0.18	0.42**
Model 2 1. Personal Growth Initiative 2. Resource Support	0.06	0.36** 0.25**
Total Adjusted R^2	0.24	
<u>Criterion: Commitment to the profession</u>		
Model 1 1. Intentional Behaviour	0.08	0.28**
Model 2 1. Intentional Behaviour 2. Institutional Integrity	0.05	0.29** 0.23**
Total adjusted R^2	0.13	
<u>Criterion: Commitment to attain excellence</u>		
Model 1 1. Intentional Behaviour	0.15	0.39**
Model 2 1. Intentional Behaviour 2. Resource Support	0.08	0.34** 0.27**
Total adjusted R^2	0.23	

Note: * $p \leq 0.05$, ** $p \leq 0.01$, ΔR^2 - R^2 Change, β - Standardized Coefficient β

Findings show that commitment to the learner in BSET teachers was predicted by institutional integrity, consideration and planfulness. On the other hand, it was resource support and personal growth initiative that predicted the same in CBSE and ICSE teachers. Tsui and Cheng [27] conducted a study on primary school teachers in Hong Kong to understand the role of organizational health in teacher commitment. Results of their study found that institutional integrity, commitment and morale positively predicted teacher commitment. Raphael [28] also stated that personal growth initiative is necessary in teachers to boost their competence, effectiveness and commitment. Her study also suggested studying personal growth initiative in teachers with respect to their contributions to education, innovation and teaching practices. Her findings also hint at the role of intentional development in increasing teacher commitment.

The present study also highlights the different predictors of commitment to the profession. In teachers belonging to the BSET board, the predictors for commitment to the profession were the same as those for commitment to the learner. In CBSE teachers, commitment to the profession was predicted by consideration,

resource support and readiness for change. In ICSE teachers it was predicted by intentional behavior and institutional integrity. Alqarni [29] conducted a study on teachers from 138 schools in Saudi Arabia to understand the relationship between organizational health and student achievement. Findings revealed that teachers in schools with high achieving students had a greater perception of organizational health. Furthermore, teachers of such schools were found to be more ambitious towards their professional goals. Inandi and Giliç [30] conducted a study on 5932 primary and secondary school teachers from Mersin to determine the effects of organizational health on readiness for change. Findings of their study reported that a positive school culture is positively related to teachers' intentional readiness for change, which in turn predicts their levels of participation in decision-making and commitment levels.

Commitment to attain excellence in BSET teachers was predicted by initiating structure and institutional integrity. In CBSE teachers, it was predicted by academic emphasis, personal growth initiative and consideration. In ICSE teachers, the predictors included intentional behavior and resource support. Chen [31] also stated that a leadership style without dominance and authoritarianism also affected teacher performance positively. Zahed-Babelan and Moenikia [32] conducted a study on 250 Iranian teachers to explore the relationship between intrinsic motivation and organizational commitment. Results showed that a relationship did exist between the two variables, and that teachers who are intrinsically motivated show greater commitment to their job and responsibilities. Kuvaas and Dysvik [33] conducted a study on 826 employees from Norway, and reported that intrinsic motivation for career development was important in determining organizational citizenship behavior.

CONCLUSION:

The findings of this study emphasize the importance of a healthy school environment. Since personal growth initiative is also an important determinant, it is important to develop interventions based on work motivation. These interventions may be focused on career growth, participative decision making and employee engagement.

The study is not free from limitations. Firstly, the sample consisted of teachers from Hyderabad only. Secondly, teachers belonging to the most practiced boards of education, i.e. BSET, CBSE and ICSE only were considered for the study. The study did not include teachers from any other board.

Despite these limitations, the study gives a better understanding of the determinants of professional commitment to teaching. Additionally, research can be conducted to understand how the variables in focus interact with other characteristics such as years of experience, job satisfaction, motivation, style of management, organizational structure, wage levels, gender etc. to understand what role they play pertaining to teacher commitment. Research on student behavior and achievement can also contribute to understanding its effect on teacher commitment. These findings can be useful in designing certain policies that contribute to making the organizational environment more satisfying, and implementing strategies to help teachers advance their career in the school. Moreover, programs that work upon teachers' levels of motivation can be developed in order to increase and sustain their levels of professional commitment.

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